

**U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 08/21/2020 03:31 PM

Technical Review Coversheet

Applicant: Gloria Bonilla-Santiago (S282B200012)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	30	15
Quality of the Continuation Plan		
1. Continuation Plan	10	8
Significance of contribution for students		
1. Assisting Students	20	12
Quality of Project Design		
1. Quality of Project Design	25	17
Quality of Project Personnel		
1. Project Personnel	15	10
Sub Total	100	62
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Rural Community	7	0
Competitive Preference Priority 3		
1. Native American Students	5	0
Competitive Preference Priority 5		
1. New Potential Grantees	3	3
Sub Total	15	3
Total	115	65

Technical Review Form

Panel #1 - FY20 Developers 84.282b - 1: 84.282B

Reader #1: *****

Applicant: Gloria Bonilla-Santiago (S282B200012)

Questions

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

Reader's Score: 15

Sub

1. (i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (34 CFR 75.210(g)(2)(i))

Strengths:

The applicant offers four broad areas of management that it plans to implement which includes the areas of governance, stakeholder, curriculum, instruction and academic achievement (p. e-52-53). Several appropriate activities are proposed under each of these management titles. For example, the area of curriculum management contains elements such as selecting the content or subject-matter in regards to what is taught and learned, and the selection of scope of the subject-matter and its sequence (p. e-57).

Weaknesses:

The activities presented under each management type do not contain a timeline during which they are anticipated to be completed and do not contain the persons who are responsible for carrying out the activities. The staff responsibilities listed in the budget narrative and in the management plan section are not sufficiently detailed and lack clear definitions (p. e75-76 and e-52-62). Without timelines and milestones, it cannot be determined if the proposed objectives are going to be achieved on time and within budget.

Reader's Score: 9

2. (ii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. (34 CFR 75.210(g)(2)(iv))

Strengths:

The applicant appropriately describes the position of the Project Director as full time (p. e-75). The full-time position of the Project Director is appropriate and will contribute to meeting the objectives of the proposed project (p. e-75).

Sub

Weaknesses:

The applicant does not list the time commitments of the Principal Investigator or other key project personnel such as the Community Organizer, Chief Academic Officer/Head of School, and Business Administrator. Without specific time commitments from these key project personnel, it cannot be determined if the objectives of the proposed project are going to be met.

Reader's Score: 3

3. (iii) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate. (34 CFR 75.210(g)(2)(v))

Strengths:

The applicant effectively states that it is seeking a broader range of people to set the conditions for accessing a broader range of perspectives (p. e-54). For example, the applicant fittingly anticipates to include differing perspectives and ideas from groups who are often disenfranchised (p. e-54).

Weaknesses:

The applicant does not detail how it plans to seek diverse perspectives and only states that it anticipates to do so (p. e-54). It is unclear if a broader range of perspectives is sought from parents, teachers, the business community, or others, as the applicant does not provide evidence regarding the nature of the perspectives (p. e-54).

Reader's Score: 3

Selection Criteria - Quality of the Continuation Plan

1. In determining the quality of the continuation plan, the Secretary considers the extent to which the eligible applicant is prepared to continue to operate the charter school that would receive grant funds in a manner consistent with the eligible applicant's application once the grant funds under this program are no longer available. (NFP)

Strengths:

The applicant describes the many features of the proposed charter school and anticipates that it will be sustainable as it represents an investment in the target area (p. e-62-63). The applicant has formed partnerships between non-profit organizations, the public sector, and the private sector which is an indication that the project will continue to operate after grant funds are no longer available. In addition, the applicant states that it is currently securing funding commitments to support the school long-term (p. e-63).

Weaknesses:

The applicant does not offer letters of support from partnering organizations or other entities that would demonstrate support for the proposed project once the grant funds under this program are no longer available.

Reader's Score: 8

Selection Criteria - Significance of contribution for students

- 1. In determining the significance of the contribution the proposed project will make in expanding educational opportunity for educationally disadvantaged students and enabling those students to meet challenging State academic standards, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to open, replicate, or expand will recruit, enroll, and effectively serve educationally disadvantaged students, which include children with disabilities and English learners. (NFP)**

Strengths:

The applicant provides an adequate plan that proposes the use of multiple evidence and research-based strategies that will assist educationally disadvantaged students in meeting challenging State academic standards. The applicant fittingly recognizes the learning approaches for disadvantaged students and innovatively proposes to utilize a combination of these proven techniques (p. e-27-32). For example, project-based learning, inquiry based instruction, experiential learning, and the concept of flipped classrooms are promising practices that will engage educationally disadvantaged students and empower them to learn (p. e-27-28). Children with disabilities and English learners will benefit from these strategies, and the applicant is effectively demonstrating that individualized services based on students' IEPs will be provided and monitored by a Special Education team according to IDEA laws. The applicant proposes to implement a dual language program that will effectively address the needs of English language learners through the use of the Bridge program that will combine the Spanish language with the English language so that academic proficiency will be achieved in both languages. An ESL teacher will implement this appropriate dual language program (p. e-31). The applicant proposes to develop individualized student academic plans for at-risk students in an effort to gather pertinent information about the at-risk learner and to compose an instructional plan that is tailored to each student's needs (p. e-30).

Weaknesses:

The applicant does not provide historic achievement data and other factors affecting students' underachievement that would support and establish greater validity for the proposed strategies. Academic failure rates and grade-level specific data are not provided that would strengthen the significance of the proposed contributions. The applicant only provides theoretical scenarios as to how they anticipate students' achievement to increase, but no research or comparisons to successes of similar populations are provided that would strengthen the applicant's ambitions of providing strategies such as Response to Intervention (RtI), project-based learning, inquiry-based instruction, experiential learning, and the concept of flipped classroom (p. e-27-28).

Reader's Score: 12

Selection Criteria - Quality of Project Design

- 1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

Reader's Score: 17

Sub

- 1. (i) The extent to which the proposed project demonstrates a rationale (as defined in 34 CFR 77.1(c)). (34 CFR 75.210(c)(2)(xxix))**

Strengths:

The applicant demonstrates a sound rationale that has been thoughtfully developed, and that is based on the expectation that students will capitalize on the STEM and Entrepreneurship learning outcomes as they prepare for high-tech careers world-wide (p. e-19). The STEM education was selected as it lends itself to the types of teaching

Sub

and learning strategies that are proposed through this project and are believed to yield the highest level of engagement and ultimate success by students (p. e-18-19). The applicant innovatively provides much insight into its guiding principles and philosophy for its instructional program which underscores the meticulous and thorough rationale that is proposed for this project. A comprehensive logic model clearly depicts the well-integrated components of the project rationale and will contribute to the success of the proposed project (p. e-65).

Weaknesses:

No weaknesses are noted.

Reader's Score: 10

2. (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (34 CFR 75.210(c)(2)(i))

Strengths:

The applicant proposes three appropriate broad goals that are supported by several clearly specified objectives (p. e-24-26). For example, goal number one appropriately anticipates success for every student. The applicant fittingly proposes to foster students' development of the necessary cognitive skills and reading skills to ensure a strong academic foundation that supports higher achievement in Language Arts and Literacy both English and Spanish from K-12 (p. e-40).

Weaknesses:

The applicant does not provide measures for its goals and objectives. Some performance measures are provided but those listed do not demonstrate the expectations for learning outcomes. For example, the applicant lists a performance measure where 500 of 600 students (83.33%) are expected to participate in the program which does not support the proposed goals and objectives (p. e-84).

Reader's Score: 5

3. (iii) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project. (34 CFR 75.210(c)(2)(x))

Strengths:

The applicant proposes to develop an evaluation plan that will capture formative and outcome-based data (p. e-55). Results from the evaluation will be used to modify the quality of the proposed project.

Weaknesses:

The project design for implementing and evaluating the proposed project is not scheduled to be replicated during this early implementation phase and the evaluation plan is not developed with sufficient detail in order to attribute the proposed activities to the desired outcomes (p. 55).

Reader's Score: 2

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project.

Reader's Score: 10

Sub

- 1. (i) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (34 CFR 75.210(e)(2))**

Strengths:

The applicant demonstrates through the General Educational Provisions Act (G.E.P.A.) statement that it will implement policies of equal access in all child/family/employment and business programs, activities, services and operations that are deployed or provided directly by the board, as well as those operated or provided by another entity on behalf of the board under contractual or other arrangements. In addition, the applicant clarifies that this policy is in place to provide an environment free from discrimination and harassment based upon age, race, color, disability, gender, marital status, national origin, religion, or sexual orientation (p. e-9).

Weaknesses:

The applicant does not demonstrate that it purposefully encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. For example, the applicant does not propose a recruitment strategy that encourages applications for employment from persons who are traditionally underrepresented.

Reader's Score: 3

- 2. (ii) In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel. (34 CFR 75.210(e)(3)(ii))**

Strengths:

The applicant provides a comprehensive description of the Principal Investigator's (PI) qualifications, training, and experience (p. e-48-49). The PI founded the applicant's organization and is highly qualified to provide the necessary leadership needed in areas such as fiscal management, human resources, public relations, assessment, and curriculum in order to achieve the charter school's proposed goals (p. e-50).

Weaknesses:

The applicant does not describe with sufficient detail the qualifications, relevant training and experience for the local team of key personnel which it plans to hire to oversee the project (p. e-50). For example, the applicant only briefly states that the Project Manager will need to be experienced in new school development and be versed on all aspects of school operations which does not adequately support the overall qualifications, training, and experience of key project personnel (p. e-50).

Reader's Score: 7

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Competitive Preference Priority 1—Rural Community (0 or 7 points).

Under this priority, applicants must propose to open a new charter school or to replicate or expand a high-quality charter school in a rural community.

Strengths:

No strengths are noted.

Weaknesses:

The applicant does not address Competitive Preference Priority 2.

Reader's Score: 0

Competitive Preference Priority - Competitive Preference Priority 3

1. Competitive Preference Priority 3—Opening a New Charter School or Replicating or Expanding a High-quality Charter School to Serve Native American Students (Up to 5 points).

Under this priority, applicants must—

(a) Propose to open a new charter school, or replicate or expand a high-quality charter school, that—

(1) Utilizes targeted outreach and recruitment in order to serve a high proportion of Native American students, consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws;

(2) Has a mission and focus that will address the unique educational needs of Native American students, such as through the use of instructional programs and teaching methods that reflect and preserve Native American language, culture, and history; and

(3) Has or will have a governing board with a substantial percentage of members who are members of Indian Tribes or Native American organizations located within the area to be served by the new, replicated, or expanded charter school;

(b) Submit a letter of support from at least one Indian Tribe or Native American organization located within the area to be served by the new, replicated, or expanded charter school; and

(c) Meaningfully collaborate with the Indian Tribe(s) or Native American organization(s) from which the applicant has received a letter of support in a timely, active, and ongoing manner with respect to the development and implementation of the educational program at the charter school.

Strengths:

No strengths are noted.

Weaknesses:

The applicant does not address Competitive Preference Priority 3.

Reader's Score: 0

Competitive Preference Priority - Competitive Preference Priority 5

1. Applications from New Potential Grantees (0 or 3 points)

Under this priority, an applicant must demonstrate that it has never received a grant, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, under the program from which it seeks funds.

Strengths:

The applicant meets Competitive Preference Priority 5. The applicant is adequately demonstrating that it has never received a grant under the program from which it seeks funds (p. e-20).

Weaknesses:

No weaknesses are noted.

Reader's Score: 3

Status: Submitted

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Technical Review Coversheet

Applicant: Gloria Bonilla-Santiago (S282B200012)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	30	18
Quality of the Continuation Plan		
1. Continuation Plan	10	8
Significance of contribution for students		
1. Assisting Students	20	12
Quality of Project Design		
1. Quality of Project Design	25	19
Quality of Project Personnel		
1. Project Personnel	15	12
Sub Total	100	69
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Rural Community	7	0
Competitive Preference Priority 3		
1. Native American Students	5	0
Competitive Preference Priority 5		
1. New Potential Grantees	3	3
Sub Total	15	3
Total	115	72

Technical Review Form

Panel #1 - FY20 Developers 84.282b - 1: 84.282B

Reader #2: *****

Applicant: Gloria Bonilla-Santiago (S282B200012)

Questions

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

Reader's Score: 18

Sub

1. (i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (34 CFR 75.210(g)(2)(i))

Strengths:

The application notes that planning efforts focus on four critical areas of school development. These critical areas are strategic alignment and governance management, operations management, stakeholder management, and curriculum instruction and academic achievement management. (page e52) The collective community process will be guided by a common vision of achievement and success for children in the target community. (page e51). This information as presented demonstrates the partial adequacy of the management plan to accomplish project tasks.

Weaknesses:

The application does not provide a complete timeline with milestones. This missing information is pertinent in structuring the budget, tasks, and related activities which are critical components of a successful management plan. Without this level of detail, the overall quality of the management plan is questioned.

Reader's Score: 9

2. (ii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. (34 CFR 75.210(g)(2)(iv))

Strengths:

The application is requesting grant funds to facilitate the planning, program design, and initial implementation of the charter school. This planning includes hiring pertinent personnel. The applicant is listed as the principal investigator. (page e13) They have demonstrated extensive experience as evidenced by her position with the LEAP Academy which she founded through her work at the Rutgers Community Leadership Center (CLC). (page e32) She will take the lead with leveraging support for the program and ensure that a Working Consortium representing all partners and local industries work together during the project. (page e48) This experience is evidenced in the components of the management plan.

Sub

Weaknesses:

The application is a grant request to facilitate the planning critical areas of the school development. Although the principal investigator has been identified, no other key personnel have been identified or hired. Given the scope of the proposed project this would strengthen the management plan.

Reader's Score: 7

3. (iii) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate. (34 CFR 75.210(g) (2)(v))

Strengths:

The applicant stresses the importance of community development efforts and their process of community engagement to integrate the voices and recommendations of local community members. (page e53) Stakeholder management includes developing strong family engagement grounded in the needs of the community. (page e15) Mechanisms and partnerships will be established to provide school-based services. The LEAP Social Enterprise has substantial experience in school development utilizing a community-based planning process. The founders of the LEAP Academy will use a strategy to engage members of the Camden community. (page e51)

Weaknesses:

The application includes the need to conduct research in order to understand the needs of the community. (page e55) However, the plans are general and do not include specific details. Additionally, there are no letters of support to demonstrate interest and commitment in the project.

Reader's Score: 2

Selection Criteria - Quality of the Continuation Plan

1. In determining the quality of the continuation plan, the Secretary considers the extent to which the eligible applicant is prepared to continue to operate the charter school that would receive grant funds in a manner consistent with the eligible applicant's application once the grant funds under this program are no longer available. (NFP)

Strengths:

The applicant notes that the school is being developed as a locally based effort to foster social change and economic impact in Puerto Rico. (page e62) The intent is to create the first integrated, feasible pipeline to promote education as a pathway to college, industry-driven workforce development, and resiliency in low income communities. (page e60) The applicant is currently securing funding commitments to support the school long-term. (page e63) They have ongoing partnerships with non-profits which demonstrates their ability to raise funds and continued planning for financial stability.

Weaknesses:

The application mentions a grant from the Walton Foundation, however, no documentation is included in the exhibits. (page e62) There are no letters of support included in the application as it pertains to funding commitments. The application is lacking this evidence which indicates that the applicant is not prepared to operate the charter school once grant funds under this program are no longer available. (page e63)

Reader's Score: 8

Selection Criteria - Significance of contribution for students

1. In determining the significance of the contribution the proposed project will make in expanding educational opportunity for educationally disadvantaged students and enabling those students to meet challenging State academic standards, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to open, replicate, or expand will recruit, enroll, and effectively serve educationally disadvantaged students, which include children with disabilities and English learners. (NFP)

Strengths:

The applicant notes that data profiles of students attending the target community have important indicators which serve as a basis for the school's mission. Over 60% of students across grade levels are failing state assessments and show lack of proficiency in the areas of language arts in both Spanish, English, and Mathematics. Approximately 84% of the students are considered poor based on the free and reduced lunch eligibility. The 2018 U.S. Census points to poverty rates of 43.1% for children under the age of 18 in Puerto Rico. (page e23)

The application details planning for specialized services through the STEM + E Academy which will secure a network of organizations and professionals to provide services. Decision-making will be processed for Individualized Education Plan (IEP) development in accordance with prescribed strategies. They include 504 accommodations for disabled students, atrisk students, and ELL and dual language instruction. (page e31) This strategic planning demonstrates important components included in the proposed project in expanding educational opportunity for educationally disadvantaged students.

Weaknesses:

The average proficiency levels in META PR Assessments for 2018-2019 of locals included to document the pattern of system academic failure are not detailed by grade level. The data is based on a survey of 110 families conducted within the region in May 2020. Data profiles as it pertains to students attending the target community are noted in the application, however, the sources are not included to determine the validity of the information. (page e21) This additional information is critical in understanding their needs and how deficiencies are addressed in the proposed project.

Reader's Score: 12

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

Reader's Score: 19

Sub

1. (i) The extent to which the proposed project demonstrates a rationale (as defined in 34 CFR 77.1(c)). (34 CFR 75.210(c)(2)(xxix))

Sub

Strengths:

The applicant has chosen to focus on STEM + E as a powerful driver of national economic growth. STEM lies in the heart of worldwide educational reform. The focus for the school is Science, Technology, Engineering, Arts and Mathematics. (page e34) This includes integrating these specific disciplines using applied learning through the curriculum. The ultimate academic goal is to have students that graduate and are prepared to enter and succeed in a college environment, thus shifting the paradigm of academic failure. The details included in the proposed project demonstrates a rationale sufficient to serve the target population.

Weaknesses:

The academic focus is interest among K-12 students which encompasses preparing students for college which is broad with no contingency plan. Activities are mentioned in the proposed plan however, extensive planning is needed. (page e35) For an example, adjustments for enrollment activity if there is a higher percentage of students who are disabled or English learners.

Reader's Score: 7

2. (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (34 CFR 75.210(c)(2)(i))

Strengths:

The preliminary goals and objectives are defined in the application. (page e40) They include academic and nonacademic goals that are partially described. The implementation will be data driven utilizing strategies that identify gaps. (page e41) For example, the proposed project wants to ensure effective implementation of core and supplementary language arts literacy and mathematics programs. This is to be accomplished with the timely identification of at-risk students; targeted curriculum alignment and pacing. (page e41)

Weaknesses:

The goals and objectives as stated are broad and not specific enough to be clearly measurable. For an example, the first objective is to develop the necessary cognitive and reading skills to ensure a strong academic foundation that supports higher achievement in Language Arts and Literacy in both English and Spanish from K-12. The application does not include strategic detailed steps to adequately determine how this objective would be successfully accomplished.

Reader's Score: 9

3. (iii) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project. (34 CFR 75.210(c)(2)(x))

Strengths:

The application details an Assessment Plan with substantial elements built into the plan and completed during the planning year. The plan integrates mandated state assessments (META) in addition to interim assessments. Integration of key data points include diagnostic assessments, formative classroom-based assessments, and formative interim assessments. Information will be compared against the school's goals along with benchmarking as detailed in the logic model. (page e65) This process sufficiently sets direction and how to benefit from lessons learned.

Sub

Weaknesses:

The application details planning of the proposed new school however, replication is not specifically addressed. The development of this project hopes to provide resources for potential educational research and practices in the future. (page e15) The project as designed does not include a detailed evaluation process. The evidence as presented does not result in a blueprint to guide possible replication of project activities or strategies.

Reader's Score: 3

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project.

Reader's Score: 12

Sub

1. (i) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (34 CFR 75.210(e)(2))

Strengths:

The application notes that the grant will be overseen by the CEO of the LEAP Social Enterprise who has diverse leadership and experienced in working in communities of color. Evidence as presented indicates that they have worked at the LEAP Academy in Camden, New Jersey which has operated for 22 years. (page e19) A local team of key personnel will be hired to oversee the project and manage aspects of school operations. The newly hired staff will reflect the local demographic make-up of the population. Steps will be taken to ensure racial and gender balance and all staff will be bilingual in English and Spanish. (page e51)

Weaknesses:

The project is for the largest charter school in Puerto Rico, a new endeavor for the CEO who is an educator with no track record overseeing the hiring process for a project of this size. (page e18) Additionally, the proposed project does not include a recruiting strategy that addresses who they intend to recruit from underrepresented populations.

Reader's Score: 3

2. (ii) In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel. (34 CFR 75.210(e)(3)(ii))

Strengths:

The application is reasonable and details the expectations for key personnel which include pertinent qualifications, experience and training. (page e50-e51) For an example, the Chief Academic Officer will work with teams of teachers and experts on developing curriculum units. A Community Organizer/Recruiter will be retained to work on the processes for engaging community, recruit students, coordinate the matriculation process and engage with local partners. The applicant has years of research and teaching focusing on community development training.

Sub

Weaknesses:

This application details key positions and requirements however, the project is new making it difficult to determine the qualifications, training and experience of key personnel. The key personnel have not been hired, therefore the relevant training, qualifications, and experience in their respective roles cannot be evaluated.

Reader's Score: 9

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Competitive Preference Priority 1—Rural Community (0 or 7 points).

Under this priority, applicants must propose to open a new charter school or to replicate or expand a high-quality charter school in a rural community.

Strengths:

No strengths noted.

Weaknesses:

No information was submitted for Competitive Preference Priority 1.

Reader's Score: 0

Competitive Preference Priority - Competitive Preference Priority 3

1. Competitive Preference Priority 3—Opening a New Charter School or Replicating or Expanding a High-quality Charter School to Serve Native American Students (Up to 5 points).

Under this priority, applicants must—

(a) Propose to open a new charter school, or replicate or expand a high-quality charter school, that—

(1) Utilizes targeted outreach and recruitment in order to serve a high proportion of Native American students, consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws;

(2) Has a mission and focus that will address the unique educational needs of Native American students, such as through the use of instructional programs and teaching methods that reflect and preserve Native American language, culture, and history; and

(3) Has or will have a governing board with a substantial percentage of members who are members of Indian Tribes or Native American organizations located within the area to be served by the new, replicated, or expanded charter school;

(b) Submit a letter of support from at least one Indian Tribe or Native American organization located within the area to be served by the new, replicated, or expanded charter school; and

(c) Meaningfully collaborate with the Indian Tribe(s) or Native American organization(s) from which the applicant has received a letter of support in a timely, active, and ongoing manner with respect to the development and implementation of the educational program at the charter school.

Strengths:

No strengths noted.

Weaknesses:

No information was submitted for Competitive Preference Priority 3.

Reader's Score: 0

Competitive Preference Priority - Competitive Preference Priority 5

1. Applications from New Potential Grantees (0 or 3 points)

Under this priority, an applicant must demonstrate that it has never received a grant, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, under the program from which it seeks funds.

Strengths:

The applicant, the Leap Social Enterprise is a new applicant and has never received a grant from the U.S. Department of Education (USDOE) and have not been a part of any grant under the Charter School Program. (page e20) This information is demonstrated in the content of the proposed project.

Weaknesses:

No weakness noted.

Reader's Score: 3

Status: Submitted

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Technical Review Coversheet

Applicant: Gloria Bonilla-Santiago (S282B200012)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of the Management Plan		
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Quality of the Continuation Plan		
1. Continuation Plan	10	9
Significance of contribution for students		
1. Assisting Students	20	11
Quality of Project Design		
1. Quality of Project Design	25	17
Quality of Project Personnel		
1. Project Personnel	15	10
Sub Total	100	65
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Rural Community	7	0
Competitive Preference Priority 3		
1. Native American Students	5	0
Competitive Preference Priority 5		
1. New Potential Grantees	3	3
Sub Total	15	3
Total	115	68

Technical Review Form

Panel #1 - FY20 Developers 84.282b - 1: 84.282B

Reader #3: *****

Applicant: Gloria Bonilla-Santiago (S282B200012)

Questions

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

Reader's Score: 18

Sub

1. (i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (34 CFR 75.210(g)(2)(i))

Strengths:

The plan sufficiently outlines the management structures that will be in place for all aspects of the project which includes the planning process and preparation as the core work for this project. Four critical areas encompass the project: (1) Strategic Alignment and Governance Management, (2) Operations Management, (3) Stakeholder Management, and (4) Curriculum, Instruction and Academic Achievement Management. During the Planning Year, the school will develop a Self-Evaluation and Accountability Plan that lays out the procedures, measures, analyses and reports to be used to evaluate both student and school progress. The project will also include hiring a Chief Academic Officer.

Weaknesses:

While the plan does specify the defined responsibilities of the project, it does not specify the milestones within the timelines according to the budget for accomplishing the project tasks. Beginning on page 75, the salaries are indicated, but lack the milestones necessary to ensure accomplishing the designated project tasks.

Reader's Score: 10

2. (ii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. (34 CFR 75.210(g)(2)(iv))

Strengths:

The current faculty and staff have previous experience and a positive impact within the field of leading a high excellent charter management organization. For example, the principal investigator is the founder of the LEAP Academy in Camden, which serves as the model to be used for the Puerto Rico school and is also the CEO of the LEAP Social Enterprise Inc. According to the narrative, the LEAP schools have been very successful in impacting the educational attainment of African American and Latino children as measured by the 100% graduation rate of all its 15 high school graduating classes since 2005. The rate of college retention and graduation is approximately 90% with hundreds of students entering successful careers. The current personnel have the expertise and credentials needed to lead this work and manage this grant fund as indicated on pages e48/32-pages e51/ 35. For example,

Sub

the CEO has had experience in managing grant funds for projects in Camden, NJ. Therefore, the information provided in this section provides an adequate extent to which the time commitments of the project director and principal can meet the overall goal of the project.

Weaknesses:

While the current personnel have the expertise, the applicant did not provide the time commitments per the objectives of the project of the intended project director and principal investigator.

Reader's Score: 7

- 3. (iii) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate. (34 CFR 75.210(g)(2)(v))**

Strengths:

As noted on page 51, the applicants suggests that the staff hired will reflect the local demographic make-up of the population. Steps will be in place to ensure racial and gender balance. The leadership of the LEAP Social Enterprise is diverse and experienced in working with communities of color. All staff will be bilingual in English and Spanish.

Weaknesses:

The applicant inadequately addresses how they will ensure the diversity of perspectives for the proposed project. In not addressing the diversity of the proposed project, the applicant is not meeting the qualifications of this qualification. Also, within the application, there are no letters of support to indicate that the community wants this school.

Reader's Score: 1

Selection Criteria - Quality of the Continuation Plan

- 1. In determining the quality of the continuation plan, the Secretary considers the extent to which the eligible applicant is prepared to continue to operate the charter school that would receive grant funds in a manner consistent with the eligible applicant's application once the grant funds under this program are no longer available. (NFP)**

Strengths:

The applicant has been awarded a charter approval at the time when the grant will be awarded. A grant from the Walton Foundation has already been secured as well as noted on page e62/ page 46. The project is also consistent with Puerto Rico's local authorizing government around its education priorities in order to have a charter school in the area. The current government is supporting this project within the laws surrounding operation of charter schools.

Weaknesses:

While the applicant has secured funding and received support from the government, the absence of letters of support in the appendix does not showcase how the school may continue in function once the grant funds from this program cease.

Reader's Score: 9

Selection Criteria - Significance of contribution for students

- 1. In determining the significance of the contribution the proposed project will make in expanding educational opportunity for educationally disadvantaged students and enabling those students to meet challenging State academic standards, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to open, replicate, or expand will recruit, enroll, and effectively serve educationally disadvantaged students, which include children with disabilities and English learners. (NFP)**

Strengths:

The applicant soundly described the following strategies that will support and assist educationally disadvantaged students, which include children with disabilities and English learners: 1) Adopt the Response to Intervention Model, 2) Use of core curriculum will embed student- centered activities, 3) Project Based Learning, 4) Inquiry based Instruction, 5) Experiential Learning, and 6) Flipped Classroom. The design of ensuring that students will have ample opportunities for referrals to special education services through planning meetings is called a child study team, which includes the parent and a team of licensed professionals. LEAP will follow the guidelines of IDEA law within the school to ensure that individualized evaluation plans are implemented. There will be fully inclusive courses and pull out support programs. Within the application beginning on page e31/page 15, the ELL program will be a dual program for students to become bilingual.

Weaknesses:

On page e30/ page 14, the applicant describes the support process for “at –risk” students and while the application suggests that there will be a significant proportion of the school’s future students to be educated at the school that will be “below grade level”, the school intends to use the summer for an assessment protocol. The applicant’s strategies are undocumented.

Reader's Score: 11

Selection Criteria - Quality of Project Design

- 1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

Reader's Score: 17

Sub

- 1. (i) The extent to which the proposed project demonstrates a rationale (as defined in 34 CFR 77.1(c)). (34 CFR 75.210(c)(2)(xxix))**

Strengths:

The design of the STEM-E concept for the proposed school provides an opportunity for the students of Puerto Rico to receive an education that will meet their future career aspirations, if students desire to move into STEM professions or entrepreneur ventures as noted on page e32/ page 16. Having a guiding description for the mission of the school while allowing direct stakeholders to create and lead in this work is a strong element to this project’s rationale. The applicant illustrated goals, objectives, and outcomes of the proposed project based on the guiding mission statement.

Weaknesses:

No weaknesses noted.

Sub

Reader's Score: 10

2. (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (34 CFR 75.210(c)(2)(i))

Strengths:

The applicant describes goals, objectives and outcomes for the proposed project.

Weaknesses:

The extent to which the design for implementing the enrollment for interested families who reside in the target neighborhoods may pose a maximum enrollment issue in year 1 if the recruitment strategy is not thoroughly developed. Currently, the school intends to enroll 60 students per grade level from kindergarten to grade 9 targeting certain neighborhoods. This is a limited information relying on the Lottery only and general interest.. The goals, objectives and outcomes outlined on page e40/ 24 are not clearly specified and measurable. For example, Goal 1 states that it is to ensure success for every student. Success is subjective according to the group that uses the term. Therefore, the goals are sparse and limited for successful execution for this proposed project.

Reader's Score: 5

3. (iii) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project. (34 CFR 75.210(c)(2)(x))

Strengths:

On page 39, the applicant outlines how the proposed project will be documented and evaluated through archiving, developing formative, and outcome-based evaluation mechanisms. In this evaluation, the Board of Trustees will undergo a self-evaluation to ensure that the school system and performance evaluations will be accountable to the public and performance evaluations.

Weaknesses:

The extent to the design of this proposed project does not specify or detail how an evaluation will be developed and implemented to support the project to be replicated over time. They only have the Board of Trustees conduct a self-evaluation, which could pose a bias within its appraisal. The applicant's evaluation is undocumented.

Reader's Score: 2

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project.

Reader's Score: 10

Sub

1. (i) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (34 CFR 75.210(e)(2))

Sub

Strengths:

The project indicates that applicants will be encouraged to apply who may be members of groups that have traditionally been underrepresented as indicated on page 9. The applicant will follow the GOPHA statement and EOC mandates to hire.

Weaknesses:

The applicant did not specify the recruitment strategies and hiring practices that would encourage members of groups that have been traditionally been underrepresented. Also, there is not track record stated within the application that suggests that the applicant has experience in a robust hiring of a staff of the intended size.

Reader's Score: 2

2. (ii) In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel. (34 CFR 75.210(e)(3)(ii))

Strengths:

The current faculty and staff have previous experience and a positive impact within the field of leading a high excelling charter management organization. For example, the principal investigator is the founder of the LEAP Academy in Camden, which serves as the model to be used for the Puerto Rico school and is also the CEO of the LEAP Social Enterprise Inc. According to the narrative, the LEAP schools have been very successful in impacting the educational attainment of African American and Latino children as measured by the 100% graduation rate of all its 15 high school graduating classes since 2005. The rate of college retention and graduation is approximately 90% with hundreds of students entering successful careers. The personnel described in the application have the expertise and credentials needed to lead this work and manage this grant fund as indicated on pages e48/32-pages e51/ 35.

Weaknesses:

While the current faculty and staff have the previous experience, the key personnel to implement this project has not been hired thus far. Also, in the application, the qualifications and experience needed for the project personnel was not described or detailed.

Reader's Score: 8

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Competitive Preference Priority 1—Rural Community (0 or 7 points).

Under this priority, applicants must propose to open a new charter school or to replicate or expand a high-quality charter school in a rural community.

Strengths:

There are no strengths noted for competitive preference priority.

Weaknesses:

The island of Puerto Rico is not a rural area. While the island has experienced an issue of slow-growth of infrastructure after the devastation of recent storms, the area is well populated and, specifically, the area mentioned in this application is to provide a charter school in the city of San Juan as noted on page e20/ page 4.

Reader's Score: 0

Competitive Preference Priority - Competitive Preference Priority 3

1. Competitive Preference Priority 3—Opening a New Charter School or Replicating or Expanding a High-quality Charter School to Serve Native American Students (Up to 5 points).

Under this priority, applicants must—

(a) Propose to open a new charter school, or replicate or expand a high-quality charter school, that—

(1) Utilizes targeted outreach and recruitment in order to serve a high proportion of Native American students, consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws;

(2) Has a mission and focus that will address the unique educational needs of Native American students, such as through the use of instructional programs and teaching methods that reflect and preserve Native American language, culture, and history; and

(3) Has or will have a governing board with a substantial percentage of members who are members of Indian Tribes or Native American organizations located within the area to be served by the new, replicated, or expanded charter school;

(b) Submit a letter of support from at least one Indian Tribe or Native American organization located within the area to be served by the new, replicated, or expanded charter school; and

(c) Meaningfully collaborate with the Indian Tribe(s) or Native American organization(s) from which the applicant has received a letter of support in a timely, active, and ongoing manner with respect to the development and implementation of the educational program at the charter school.

Strengths:

There are no strengths noted for competitive preference priority.

Weaknesses:

The applicant did not address this competitive preference priority.

Reader's Score: 0

Competitive Preference Priority - Competitive Preference Priority 5

1. Applications from New Potential Grantees (0 or 3 points)

Under this priority, an applicant must demonstrate that it has never received a grant, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, under the program from which it seeks funds.

Strengths:

LEAP Social Enterprise is a new applicant and has never received a grant from the USDOE or any grant under the Charter School Program as self-reported on page e20/ page 4.

Weaknesses:

There are no weaknesses noted for this competitive preference priority.

Reader's Score: 3

Status: Submitted

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